

Inspection of Pepperpot Nursery Ltd

St Wilfrid's Church Hall, Whippingham Road, Brighton, East Sussex BN2 3PF

Inspection date: 24 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have a happy start to the day and are warmly welcomed by staff. Parents share information with staff as they arrive. This helps children to settle in and staff to meet children's needs throughout the day.

Children listen attentively to the choice of activities indoors and outside. They enjoy stories, such as 'Jack and the Beanstalk' and exclaim 'We're going to make a giant!'. Staff encourage children to think about what they need to make a giant. They talk about size and estimate how much paper they will need. Other children put on their coats and shoes and plant beans in pots outside. Children watch as staff plant a magic bean in the nursery. After lunch, the bean has started to 'grow' around the nursery. This magical event ignites children's curiosity and imagination.

Staff model good behaviour. They encourage children to be curious and to solve problems. This helps children to become confident learners. Children are helpful and kind to each other and learn to say 'please' and 'thank you'. Children feel safe with the staff and build trusting relationships. Staff use consistent routines well to support children's well-being. For example, they use visual prompts and reminders to help children understand when activities are coming to an end. Children develop a range of self-help skills, which contribute to preparing them for the next stage of their education, including school.

What does the early years setting do well and what does it need to do better?

- Since the last inspection, managers have focused on the use of the outdoor spaces. Children now have increased opportunities to develop their physical skills and they enjoy learning about the wider world, such as by growing and harvesting fruit for their snack times.
- Support for communication and language is good. Stories come to life as children immerse themselves in their learning. For example, toddlers enjoy having stories read to them throughout the day. They choose books which link to real-life experiences, such as a trip to the shops and they discuss their shopping experiences.
- Staff provide a broad spectrum of activities to promote learning and children particularly enjoy solving problems in their play. However, on the day of inspection, children were unable to fully take part in planned, adult-led, activities as resources were not checked before use. This limits their levels of engagement.
- Staff support children in receipt of funding or with special educational needs and/or disabilities (SEND) effectively. For example, the special educational needs coordinator liaises with professionals, such as health visitors and the local authority, to seek guidance when necessary. Parents are included in discussions

to find out what would be most helpful for their child.

- Staff provide sensitive support to help children learn about personal care. For instance, they use visual signals before nappy changing or nose-wiping. Children recognise signs that they need the toilet. Parents praise the support their children receive for potty training.
- Leadership and management are committed to providing high-quality care and education for all children. They provide staff with opportunities for continuing professional development. For example, staff have enrolled on a training programme to further develop the teaching of communication and language and mathematics. New staff are supported through a period of induction. All staff speak highly of the support and advice that they receive from the manager and room leaders.
- Parents praise the support their children have received since COVID-19, particularly in relation to supporting their children's learning at home. For example, staff provide weekly suggested activities. Parents talk about visiting local parks and woods to learn more about trees and collecting leaves to take into nursery. This supports the current activity of growth and Jack and the Beanstalk. Staff also provide workshops, which helps develop parental understanding of the early years foundation stage curriculum and how they can support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a secure understanding of how to protect children in their care. They are aware of the signs and symptoms of abuse and how to report concerns. This includes the 'Prevent' duty and county lines. Staff use risk assessments indoors and outside to help them to keep children safe. Leadership follow effective recruitment and induction processes, such as ensuring all new staff complete safeguarding training as soon as they start. This helps to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- plan and resource focused activities appropriately to enable all children to be fully included.

Setting details

Unique reference number	130707
Local authority	Brighton and Hove
Inspection number	10264108
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	42
Number of children on roll	60
Name of registered person	Pepper Pot Nursery Ltd
Registered person unique reference number	RP524281
Telephone number	01273 709 595
Date of previous inspection	23 May 2017

Information about this early years setting

Pepperpot Nursery Ltd registered in 1995. The nursery occupies the lower part of St Wilfrid's Church Hall, in the Elm Grove area of Brighton and Hove. The nursery is open from 8am to 6pm during weekdays, for 51 weeks of the year. There are 17 staff. Of these, one member of staff is a qualified teacher and 10 staff hold qualifications at level 3. The nursery is in receipt of funding for free early years education for children aged two and three years.

Information about this inspection

Inspector

Penny Smith

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about what they want children to learn.
- The manager and the inspector carried out a joint observation of an adult-led activity.
- The inspector observed the quality of education being provided, indoors and outside, and assessed the impact that this was having on children's learning.
- Parents spoke to the inspector during the inspection, and their views were taken into account.
- The views of staff were sought during the inspection and their comments were considered.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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